

Media & Learning News

The European project Video for ALL

The European project 'Video for ALL' brings together current methodologies, ideas and innovative practices to teach and learn languages by integrating digital video. The project believes that video must be a basic tool for a more multidisciplinary approach to language teaching and learning in today's world. The Video for ALL team have built a comprehensive repository of video and language practice through templates that describe the practices with examples of usage. 'How to' videos have been produced to show teachers and students how they can use and make their own videos. For more information see the [website](#).



Youth Media Visions



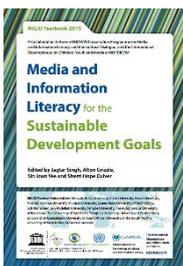
Youth Media Visions is a collection of reports put together for people interested in exploring the intersection of youth media, education and creation. This book presents seven experiences developed by educators and media creators, who within their organisations work with young people and in media production. Youth Media Visions is the result of an international symposium, Conversations Across Cultures: Youth Media Visions, which included an exhibition and workshop for educators. You can download a copy [here](#).

NAMLE Conference & Awards

The conference for the National Association for Media Literacy Education (NAMLE) was held last June in Philadelphia. The conference brought together over 300 educators, media literacy practitioners, and scholars to share best practices and kick-off new collaborations. Over two days, the attendees were able to participate in over 35 sessions on topics ranging from "Media Education in Early Childhood Learning", to "Popular Culture in Media Literacy Classrooms". The programme included a special keynote session called "Media & Information Literacy around the Globe" in which ten university members of the UNESCO MILID programme worldwide shared their insights about Media and Information Literacy in their respective countries. NAMLE recognised excellence in teaching, service and research through the [NAMLE awards](#). Find more details on the [website](#).



MILID Yearbook 2015



Media and Information Literacy for the Sustainable Development Goals is a peer reviewed academic publication and a joint initiative of the UNESCO-UNAOC University Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (MILID). The 2015 edition of the [MILID Yearbook](#) shows how media and information literacy can be helpful in facilitating progress and achievement of sustainable development goals. Its main aim is to sensitise stakeholders about the role and value of Media and Information Literacy in sustainable development of one and all across frontiers.

Featured Articles

Understanding how students perceive and interact with videos in MOOCs

By Nan Li, Patrick Jermann, Pierre Dillenbourg and Lukasz Kidziński, École polytechnique fédérale de Lausanne, Switzerland



Video watching is the central activity in MOOC learning, so it is of great relevance for instructors to understand how students interact with videos as well as how they perceive them. Existing MOOC research literature lacks click-level video analysis in this regard. Our research aims to fill the gap by providing an empirical investigation with two research questions:

- (1) Do in-video interactions reflect students' perceived video difficulty?
- (2) If yes, then how is the perceived difficulty related to different types and intensities of interactions?

We conducted a survey with one question: **How easy was it for you to understand the content of this video?** The survey was shown as an interlaced quiz at the end of each video in two engineering MOOCs offered by our university on Coursera. The options from "Very Easy" to "Very Difficult" were coded on a Likert-scale from 1 to 5. Our research methodology was to firstly categorise the video clickstream dataset into different profiles based on the type of interactions contained in the video sessions, followed by an investigation of the relationship between each type of video interaction and the perceived video difficulty.



Key findings from our study include:

- A video session may start with different speeds inherited from the previously watched video. We find the initial speed negatively correlates with the perceived video difficulty. The videos started at 0.75x speed are perceived to be 0.37 (on a 5-point Likert scale) more difficult than those started at 2.0x.
- More frequent speed-decrease interactions are associated with higher video difficulty, while the number of speed-increase interactions does not show significant correlation with difficulty. However, the more the video speed is increased on average, the more the video is perceived to be easy. The effect is saturated when the amount of average increased speed reaches 0.4.
- More frequent pauses and longer pauses (in terms of median duration) both reflect higher video difficulty, but the frequency has a larger and more durable effect across its range, whereas the effect for pauses longer than 1 minute is not informative.

- Infrequent forward seeks and large amount of skipped content both relate to high perceived video difficulty. The latter finding is counter-intuitive since we anticipate videos with more skipped content to be easier, which is not the case. Probably large skipping can be interpreted as "giving up" the video due to difficulty.
- Infrequent backward seeks and a large amount of re-watched content both relate to high perceived video difficulty. The former finding is interesting, because we anticipate that difficult video sessions might contain more backward seeks. In fact, many videos sessions with large number of backward seeks within a very short interval, indicated that students were actually searching for specific video frames instead of re-watching. So, the amount of re-watched content is a more reliable factor to indicate if students have experienced difficulty.

The findings of this paper shed some light on how video interactions reflect latent perceived difficulty of MOOC students. This would potentially help instructors identify videos that students may have trouble with. In the long run, detecting such problems and providing support to the students are likely to increase the students' engagement with a MOOC and reduce the dropout rate. Read the full paper [here](#).

Fostering creativity in Greek schools despite the crisis?

By Maria Leonida, Karpos, Greece



Maria Leonida

During the last six years [Karpos](#), a dedicated media literacy non-profit organization, has been collaborating with almost 30 schools, 800 students, and 150 teachers each year. Some of these partnerships are short term and others longer. They range from projects in Nursery schools to Lyceum. Does this feel like a small supermarket in the middle of crisis? No, it sounds more like what a famous Greek

Director of Photography said about him becoming acclaimed and making a career in France: "I was fairly good in my appreciation and creative use of light but surely I became known for working quickly and efficiently with less equipment than other colleagues who were used to big film productions."

How could one keep developing at a time of crisis? Our belief has always been that we are a mobile think tank with a guerrilla approach. Being informed and skilled but also "poor" meant that we needed to use all our possible resources and cross combine them towards multiple goals: people, equipment and ideas.

1. Combining resources and using them for a variety of purposes means multiplying their capacity. For example, a Comenius Regio project about youth video productions became a framework inside which we refined and tested our methodology, trained young filmmakers and teachers, evaluated how and when educators become self-sustained in terms of media-based activities, while offering creative video work for teenagers.



The "Videomuseums" (2009-13), succeeded in attracting international acclaim as one of the [12 best media literacy practices](#) in Europe by the Institute for Media and Research, Munich, and became the basis for a new Erasmus project (2014-16). Some video tutorials funded by the British Council to support student participants in a science video

contest, also serve as constant online guide for all teachers and students who would seek elementary support for their school video projects.

2. Being mobile and exercising your mind to concentrate on the content can be liberating. Space is often a source of expense, so initially we started working only with its virtual and digital "versions". All kinds of locations would provide office space for us. Nice cafeterias right in the centre of Athens, my great white dining table, or an open-air swimming pool cafe were great to plan training during the first years. Schools often preferred us to visit them and run workshops there, so we developed a wide range of in-school practices from very low to high-tech.

3. Offering meaningful volunteering in small portions is low budget, but has potentials for long term effects: we do that mainly in the area of teacher training and uploading free access materials for supporting media literacy activities.

4. Using our methodology in a creative way, we expand it in various educational environments, both nationally and internationally (such as libraries, unemployed people, theatre pedagogy, environmental and creative corporate). This, on the one hand, strengthens our understanding of media in today's environment, while it often gave us profitable applications, which supported non-profit media literacy activities.



For good or for bad "adjustability" is a keyword that we had to turn into practice. Our team could easily work and function creatively in a Chinese school tomorrow morning and actually I think that it would be fun!

Report from UNESCO conference on "Youth and the Internet: Fighting Radicalization and Extremism"

By Paul Hector and Boyan Radoykov, UNESCO

The international conference "Youth and the Internet: Fighting Radicalization and Extremism," was held at UNESCO's Headquarters in Paris, France on 16 - 17 June, 2015. The conference provided a platform for discussing policy interventions and processes for reducing the use of the Internet as a tool for youth extremism and radicalization. It also served to provide forward-looking perspectives on the engagement of young people for a culture of tolerance and peace.

More than 250 officials, experts, academics, youth activists, civil society leaders and media representatives from some 70 countries around world attended this first-ever event. Keynote speeches were delivered by Prof. Gilles Kepel, Professeur des Universités, France, Dr. Shashi Tharoor, Member of Parliament, India, as well as a leading intervention by Mr. Ahmad Alhendawi, the UN Secretary-General's Envoy on Youth, among others. Numerous expert panels with lively interactive debates also took place over the course of the two-day event.

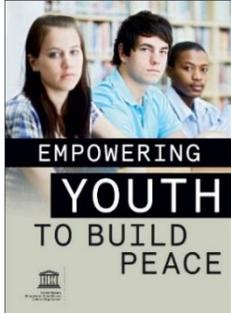
The Organisation's new integrated Framework of Action - Empowering Youth to Build Peace – was launched by UNESCO's Director-General Ms. Irina Bokova during the conference. This framework is a direct response by UNESCO, aimed at "empowering a new generation of digital citizens at the global level – starting with education, new intercultural skills, and deeper



Paul Hector

Boyan Radoykov

media and information literacy to support the positive civic engagement of young people and youth initiatives online, to support cohesive societies, to advance peace on the basis of respect, human rights and dialogue".



"Today, we must build the defences of peace in the minds of young women and men, and this must start also online, by mobilizing the full power of the Internet for peace", said Ms. Bokova, emphasizing the need for urgent action. She pointed to the growing number of foreign terrorist fighters, from over 100 States, active in Syria and Iraq, as well as Afghanistan, Libya and Yemen. While predominantly young men, between 15 and 35 years old, these groups were also attracting

increasing numbers of young women.

The new Framework for Action is guided by the objective to equip young people with knowledge, skills and values that empower them to live peaceful, constructive and productive lives to engage as responsible global citizens and to be resilient to any form of abuse or manipulation, including radicalization and violent extremism. The framework will operate at four levels. It will, firstly, support multidisciplinary research on linkages between Youth, Internet, radicalization/de-radicalization, as well as research-informed policies and actions. It will empower youth online communities and key youth stakeholders on topics relevant to counter-radicalization, by building their competencies and skills and equipping them with creative tools and knowledge. Thirdly, it will strengthen mobilization and cooperation between media professionals and practitioners to combat radicalization and online hate speech, with a focus on countries suffering tensions and conflict situations. Finally, it will support creative media campaign and outreach strategies, thus targeting policy-makers and opinion makers, as well as the general public, in particular young audiences.

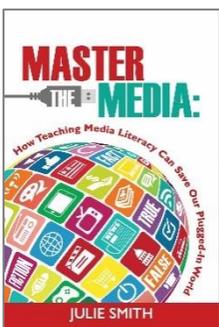
This major event was organised with the generous support by the Republic of Bulgaria, the Arab Republic of Egypt and the People's Republic of China, in the framework of UNESCO's Intergovernmental Information for All Programme (IFAP) and in partnership with UNESCO's International Programme for the Development of Communication (IPDC).

Media and Learning Book Review

Master The Media: How teaching media literacy can save our plugged-in world

by Julie Smith (Dave Burgess Consulting Inc. 2015)

Reviewed by Mathy Vanbuel, ATiT, Belgium



"Can teaching media literacy really change the world?" That is the bold question that Julie Smith puts to you in her brand new book that in a short period of time has already received lots of positive comments from parents and teachers alike. Julie gives a persuasive overview of the history of media (divided into chapters on TV, radio, film, books, the Internet...) and demonstrates by means of both personal stories and critical observations how media users today have more choices and more

control than ever regarding what and when they watch, hear, read and browse. She warns that this abundance of choice and control requires more

and more responsibility and critical thinking about the content that comes towards us all. Julie's views are in some cases eye-openers, but never as pessimistic as for example Neil Postman's views.

Every media discussed is historically well documented, be it from a slightly predominantly American perspective, but the cases and stories are either globally relevant (e.g. MTV, iTunes...) or so individual and personal from her own experience, that it is always easy to identify with them and as such they are an excellent support for media literacy educators, teachers and parents. Thanks to these stories and cases being so recognisable, the book is a very pleasant read. It is slim (155 pages), but every chapter has lots of recommended leads, additional materials and resources (accessible by way of QR codes) and concludes with some very pertinent questions to fuel a media literacy lesson in class or a discussion with the kids at home. Julie's [blog](#) is another valuable addition that helps the reader in understanding the book's message in an actual perspective.

Did this book answer the question as to whether media literacy can save the world? It certainly gives answers and ideas, support and advice especially to parents and teachers who are struggling to understand how youngsters are looking at media today and how this is at the same time similar and different from previous generations' media consumption. Julie's point is that educators can and must help young people to make good choices, to distinguish between false and true, to understand the mechanisms of perception and illusion: "Critical thinking leads to smarter decisions – and it's why media literacy can save the world."

ISBN: 978-0-9861554-4-4 (also available as e-book)

Research Notes

Enthusiastic use of digital games in classroom



'Educators who believe: understanding the enthusiasm of teachers who use digital games in the classroom' is a [study](#) that uses qualitative methods to explore why some educators embrace the use of digital game-play (DGP) in the classroom. The results indicated that these teachers had a very strong belief that DGP could be beneficial for learning. This belief stemmed from experiencing their own form of subjective success with using DGP in the classroom, availing themselves of information and advocacy about using DGP in the classroom as well as personal experiences, either through their own DGP or through watching their own children play games.

Digital Games: a mediation tool for intercultural integration in primary Dutch schools

The use of digital games has found to be an effective tool to reinforce teaching/learning practices. Several studies have already shown the benefits of the use of digital games in educational contexts. However, most of these studies are focused on how digital games can be used as a mediation tool in the process of knowledge acquisition. The present [research](#) proposes a new approach for the study of digital games in the field of education. 'Collaborative Digital Games as Mediation Tool to Foster Intercultural Integration in Primary Dutch Schools' was drawn from collaborative learning methods, which explore the potential of digital entertaining collaborative games as a mediation tool in the process of integrating immigrant children, with different cultural backgrounds, in Dutch schools.



Tools of the Trade

Forscene, a revolution in editing to come?

By Mathy Vanbuel, ATiT, Belgium

One of the biggest innovations at this year's IBC in Amsterdam was no doubt Forscene, a cloud-based post production system. It is a real non-linear editor with multiple video and audio tracks, effects, captions, etc. just like Premiere or Final Cut but entirely in the cloud. Forscene transcodes the recordings into small proxies, which are uploaded to the cloud, viewed and edited in real time on any device, as long as the Internet connection is better than 1.5 Mbps. Recordings stream straight from camera into the cloud, where they are captured within Forscene, and then almost real time edited (Forscene uses a 15 second head start) on any access device from anywhere. While the camera crew is recording in the field, the editor can start editing, adding titles, music, voice overs at home and, with a little luck, by the time the crew returns, the production may be ready for screening. Once the editing is complete, it can be published by using the full resolution media in the cloud, without ever having to download the media on an edit station. Other obvious advantages are the possibilities to share and collaborate on projects virtually anywhere. Sounds incredible? The demonstration at this year's IBC in Amsterdam was amazing. We have no idea of the cost for this highly innovative online editing software as a service, but this is a (r)evolution to keep an eye on. More information [here](#).



Image: Forscene

Media & Learning Association News

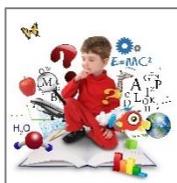
M&L Conference 2016: Making Media Matter for Science Education

Increasing the use of audiovisual and social media can make Science, Technology, Engineering and Maths (STEM) education more effective and fun by introducing tools to capture, monitor, support and communicate what happens both inside and outside the science classroom. This year, as part of the organisation of the Media & Learning Conference, on 10-11 March 2016, there will be a pre-conference workshop on using media to support STEM teaching on 9 March 2016. This workshop will highlight the work of media active teachers and trainers and will feature demos of useful tools and exciting resources that can be used in different ways in STEM teaching. Find out more on our [website](#).



MEDEA Awards to celebrate excellent use of media in science education

This year the MEDEA Awards has introduced a special prize to recognise excellence in the use of media to support STEM teaching. The closing date for entries is 30 November 2015 and you can find out all you need to enter [here](#). Finalists will be invited to take part in the MEDEA Awards Ceremony, taking place in Brussels as part of the Media & Learning Conference 2016, on 10-11 March 2016. Both this prize and the Making



Media Matter for Science Education workshop on 9 March 2016 are



supported by the Inspiring Science Education Project (ISE). ISE is all about providing tools and opportunities to make science education more challenging, more playful and above all more imaginative and inspiring for today's students, the citizens of tomorrow's world. Many of these tools have a media dimension. Find out more about ISE [here](#).

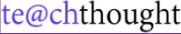
Next M&L webinar in the new series on 15 October



Save the date for the next Media & Learning webinar in the new series on Lecture Capture and Video Use in Higher Education! Following up is the webinar *Meeting the challenges of providing campus-wide video services* that will be held on Thursday, 15 October at 15:00 (CET). Register and find out more [here](#).

Resources of the Month

This section includes a selection of resources from the Media & Learning [Resources Database](#).

- [Teacher Vision](#) – is a website with lesson resources, graphic organisers and tools for classroom management strategies. 
- [Teach Web 2.0](#) – is a platform that provides tools for teachers interested in integrating Web 2.0 technologies into their teaching (e.g. Vimeo). 
- [Teach Thought](#) – is a platform with tips and guide on how to integrate technology and social media in a lesson plan, such as YouTube or video games. 

Related Awards Schemes & Events

Vidusign is holding a forum event on 23 October



The EU project Vidusign (Creative video for the deaf) is holding a forum event on 23 October, at the Deutsche Kinemathek, Berlin. Its aim is to show how video can support creative discovery and problem-based learning using a multiple communication approach. You can find out more and register for this free event [here](#).

Launch of MOOC on Copyright on 26 October

Take part in a free 6 week long MOOC entitled "Copyright – DIY" offered in English and Dutch and available on the EMMA platform for multilingual MOOCs. This MOOC aims at introducing the phenomenon of copyright to the layman and is useful for teachers and course creators, students, professionals who are working in creative jobs, artists, directors, web designers and writers, musicians, composers and video makers. This MOOC will help you to answer questions like: What is acceptable use? Where does plagiarism begin? What are the consequences of (consciously or unconsciously) copying? Find out more and enrol [here](#).



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